

## Orange Grove Elementary

1225 Orange Branch Road  
Charleston, SC 29407

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	717 Students	
<b>Principal</b>	Larry DiCenzo	843-763-1520
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	53	2	0

## IMPROVEMENT RATING

**AVERAGE**

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Average	No

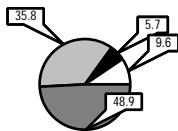
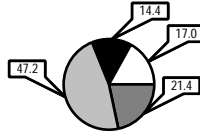
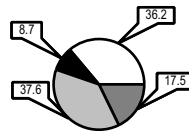
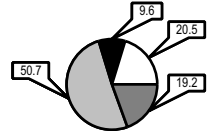
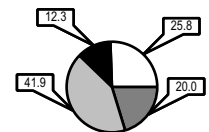
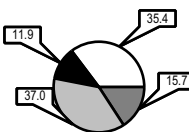
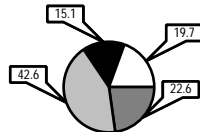
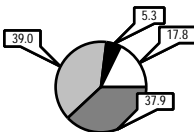
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	244	94.7	8.8	34.1	51.2	6.0	67.7	Yes	Yes
<b>Gender</b>									
Male	130	90.0	12.7	41.8	43.6	1.8	56.4	N/A	N/A
Female	114	100.0	4.7	26.2	58.9	10.3	79.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	95	92.6	6.0	23.8	58.3	11.9	76.2	Yes	Yes
African American	126	95.2	8.9	44.6	46.4	0.0	61.6	Yes	Yes
Asian/Pacific Islander	16	100.0	12.5	18.8	50.0	18.8	75.0	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	201	100.0	6.3	31.6	55.3	6.8	73.2	N/A	N/A
Disabled	43	69.8	25.9	51.9	22.2	0.0	29.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	94.7	8.8	34.1	51.2	6.0	67.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	25.0	31.3	37.5	6.3	56.3	I/S	I/S
Non-Limited English Proficient	228	94.3	7.5	34.3	52.2	6.0	68.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	123	94.3	12.1	43.0	42.1	2.8	57.0	Yes	Yes
Full-pay meals	121	95.0	5.5	25.5	60.0	9.1	78.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	244	95.5	13.7	48.9	22.4	15.1	54.8	Yes	Yes
<b>Gender</b>									
Male	130	91.5	14.3	52.7	18.8	14.3	45.5	N/A	N/A
Female	114	100.0	13.1	44.9	26.2	15.9	64.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	95	93.7	5.9	36.5	31.8	25.9	64.7	Yes	Yes
African American	126	96.0	19.5	61.1	15.9	3.5	45.1	Yes	Yes
Asian/Pacific Islander	16	100.0	6.3	37.5	12.5	43.8	75.0	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	201	100.0	10.5	47.9	24.7	16.8	58.9	N/A	N/A
Disabled	43	74.4	34.5	55.2	6.9	3.4	27.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	95.5	13.7	48.9	22.4	15.1	54.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	18.8	37.5	18.8	25.0	56.3	I/S	I/S
Non-Limited English Proficient	228	95.2	13.3	49.8	22.7	14.3	54.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	123	95.1	21.3	50.9	17.6	10.2	48.1	Yes	Yes
Full-pay meals	121	95.9	6.3	46.8	27.0	19.8	61.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	244	96.7	36.2	37.6	17.5	8.7	26.2
<b>Gender</b>							
Male	130	93.8	38.5	36.1	15.6	9.8	25.4
Female	114	100.0	33.6	39.3	19.6	7.5	27.1
<b>Racial/Ethnic Group</b>							
White	95	94.7	25.3	34.1	27.5	13.2	40.7
African American	126	97.6	47.0	41.9	9.4	1.7	11.1
Asian/Pacific Islander	16	100.0	6.3	37.5	18.8	37.5	56.3
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	201	100.0	30.0	39.5	20.0	10.5	30.5
Disabled	43	81.4	66.7	28.2	5.1	0.0	5.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	96.7	36.2	37.6	17.5	8.7	26.2
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	25.0	25.0	31.3	18.8	50.0
Non-Limited English Proficient	228	96.5	37.1	38.5	16.4	8.0	24.4
<b>Socio-Economic Status</b>							
Subsidized meals	123	96.7	41.6	37.2	15.0	6.2	21.2
Full-pay meals	121	96.7	31.0	37.9	19.8	11.2	31.0

<b>Social Studies</b>							
All Students	244	96.7	20.5	50.7	19.2	9.6	28.8
<b>Gender</b>							
Male	130	93.8	27.0	46.7	15.6	10.7	26.2
Female	114	100.0	13.1	55.1	23.4	8.4	31.8
<b>Racial/Ethnic Group</b>							
White	95	94.7	15.4	39.6	27.5	17.6	45.1
African American	126	97.6	25.6	59.0	12.8	2.6	15.4
Asian/Pacific Islander	16	100.0	6.3	56.3	18.8	18.8	37.5
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	201	100.0	13.2	53.7	22.6	10.5	33.2
Disabled	43	81.4	56.4	35.9	2.6	5.1	7.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	96.7	20.5	50.7	19.2	9.6	28.8
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	18.8	56.3	12.5	12.5	25.0
Non-Limited English Proficient	228	96.5	20.7	50.2	19.7	9.4	29.1
<b>Socio-Economic Status</b>							
Subsidized meals	123	96.7	23.9	51.3	19.5	5.3	24.8
Full-pay meals	121	96.7	17.2	50.0	19.0	13.8	32.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	129	100.0	10.3	22.2	58.1	9.4	67.5
	4	129	99.2	22.7	37.8	37.8	1.7	39.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	98.4	7.0	27.8	56.5	8.7	65.2
	4	119	90.8	10.8	41.2	45.1	2.9	48.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	129	99.2	12.8	44.4	26.5	16.2	42.7
	4	129	97.7	17.6	47.1	26.9	8.4	35.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	98.4	12.2	50.4	25.2	12.2	37.4
	4	119	92.4	15.4	47.1	19.2	18.3	37.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	129	100.0	31.6	30.8	17.9	19.7	37.6
	4	129	98.5	40.3	31.9	18.5	9.2	27.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	34.5	43.1	20.7	1.7	22.4
	4	119	93.3	38.1	31.9	14.2	15.9	30.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	129	100.0	23.1	46.2	16.2	14.5	30.8
	4	129	97.7	25.4	37.3	25.4	11.9	37.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	14.7	57.8	23.3	4.3	27.6
	4	119	93.3	26.5	43.4	15.0	15.0	30.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 717)</b>				
First graders who attended full-day kindergarten	88.5%	Down from 94.2%	100.0%	100.0%
Retention rate	3.9%	Up from 2.7%	2.7%	2.8%
Attendance rate	96.1%	Down from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	Down from 6.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Down from 6.7%	0.0%	0.0%
Eligible for gifted and talented	9.3%	Down from 14.6%	12.0%	10.4%
On academic plans	31.5%	N/AV	33.6%	33.6%
On academic probation	N/A	N/AV	1.3%	1.0%
With disabilities other than speech	6.9%	Down from 9.4%	8.1%	7.5%
Older than usual for grade	0.9%	Down from 1.3%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	71.4%	No change	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.6%	N/A	0.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.8%	88.3%	87.3%
Teacher attendance rate	93.9%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$42,527	Up 2.4%	\$42,944	\$42,485
Prof. development days/teacher	13.3 days	Down from 14.4 days	13.4 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.4 to 1	18.8 to 1	18.6 to 1
Prime instructional time	87.2%	Down from 89.8%	89.8%	89.7%
Dollars spent per pupil*	\$5,635	Up 10.4%	\$6,382	\$6,557
Percent of expenditures for teacher salaries*	58.4%	Down from 75.5%	64.2%	64.0%
Percent of expenditures for instruction*	77.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Orange Grove Elementary is located in the West Ashley area of Charleston. It is a neighborhood school that draws its students from a wide range of cultural and socio-economic areas. Our school houses three self-contained special education classes in addition to two resource programs where students are mainstreamed when appropriate. We offer a traditional education that focuses on the basics, while enhancing the curriculum with technology, creative arts and other programs.

Significant accomplishments and notable awards are the direct result of dedicated and motivated parents and teachers. For years, Orange Grove has been known for its exceptional levels of parent and community involvement. We have repeatedly achieved recognition for excellence at the local, state and national levels. One of many significant accomplishments that speak to the excellence of Orange Grove is the 14 years we have received S.C. Incentive Awards for faculty and student attendance and student test scores, a claim that can only be made by a few schools statewide! We have received the Palmetto Gold Award three times.

We have established two goals for this year. They are as follows: Students performing Below Basic on PACT must decrease by a minimum of 5%; students performing in the Proficient and Advanced levels will increase by a minimum of 5%. The strategy we use to accomplish these goals is to provide a rigorous and relevant curriculum that ensures all students have the opportunity to meet grade level standards and maximize their ability to achieve.

We see our challenges as reducing the student/teacher ratio, improving students' Reading/Language Arts skills, and improving students' mathematics skills.

We will become a conversion public charter school as of July 1, 2006.

Larry DiCenzo, Principal

Jim Haley, Chair School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	109	95
Percent satisfied with learning environment	100.0%	88.0%	94.5%
Percent satisfied with social and physical environment	94.6%	84.3%	89.2%
Percent satisfied with school-home relations	94.6%	84.4%	91.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.